

PRE/POST TEST

Directions: Before reading this newsletter, mark the following statements as True or False. Then after reading the newsletter, check whether your score goes up; if 7+ answers are correct, come to my office, 8212, and claim your atomic fireball! (Answers on last page.)

- _____ 1. SLOAC stands for Student Learning Outcomes Assessment Cycle.
- _____ 2. We're done with the SLOAC once we write SLOs for our courses.
- _____ 3. All course outlines must be updated with SLOs by the end of this academic year.
- _____ 4. Skyline adopted institutional student learning outcomes.
- _____ 5. All programs are expected to draft assessment plans for at least one course by the end of the Fall semester.
- _____ 6. Over 75% of faculty felt that Skyline is taking a positive approach toward implementing student learning outcomes and assessment, according to the "Employee Voice" survey.
- _____ 7. Only full-time faculty can join the SLOAC Steering Committee.
- _____ 8. Templates to draft SLOs and assessment plans are available on the Skyline SLOAC website.
- _____ 9. Program review excludes anything SLOAC related.
- _____ 10. Members of the Steering Committee are available to assist you with the SLOAC.

Welcome back! I hope that you feel rested and rejuvenated. A large part of my summer was spent reading; a particularly inspiring book was Maryellen Weimer's *Learner-Centered Teaching*, which she defines as "focus[ing] attention squarely on learning: what the student is learning, how the student is learning, the conditions under which a student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning" (xvi). No matter how brilliant our lectures or services are, ultimately education boils down to its impact on students. This orientation many of us already embrace, and it's particularly well suited for the systematic assessment that our campus will be embarking on this upcoming year. To aid your efforts, the SLOAC Steering Committee established a process and generated resources, as articulated in the Framework, which you can readily access at <http://www.smccd.edu/accounts/skysloac/index.htm>.



[skysloac/index.htm](http://www.smccd.edu/accounts/skysloac/index.htm).

Also, thank you for your feedback on the Fall 2006 "Employee Voice" Survey. Most faculty and staff expressed a positive and inquisitive attitude about the SLOAC initiative. Seventy-six percent agreed that Skyline is taking a positive

approach toward implementing student learning outcomes and assessment, and seventy-one percent felt that they have been given adequate opportunity to

participate in the aforementioned process. Your positive feedback and support sustains the SLOAC Steering Committee's spirits, and of course we welcome all newcomers interested in joining our committee.

ROLLOUT TIMELINE: WHAT DO I NEED TO DO?

We'd like to update you about current initiatives and opportunities to participate.

To integrate the SLOAC into existing and complementary processes, the SLOAC Steering Committee has

been working closely with the Curriculum Committee to establish timelines. Most notably:

All programs should revise course outlines with SLOs by Fall 2010. Start planning now to pace your department, tackling a third of your outlines a year. (But note that if your program is scheduled for Program Review in the next three years, your course outlines need to be updated by those deadlines.) New course outline templates are available at <http://www.smccd.edu/accounts/skycurr/forms.html>.

All programs should initiate the assessment cycle this semester for at least one course. Available at <http://www.smccd.edu/accounts/skysloac/slocalendar.html>, a model timeline was approved by both the SLOAC Steering Committee and Curriculum Committee. Each year, every department is expected to draft a course level assessment plan and implement it by the following year. Take advantage of workshops to create assessment plans, rubrics, and surveys.

All programs eventually will be asked to align their outcomes with **institutional outcomes**, which were adopted last semester. The overarching categories are Critical Thinking,

Effective Communication, Aesthetic Judgment, Citizenship, Information and Computer Technology Literacy, and Lifelong Wellness. In program review, eventually each program will need to show how their programs support fulfillment of the institutional outcomes.

RESOURCES FOR ASSESSMENT

Resources to implement the SLOAC are available to you on our college SLOAC website, <http://www.smccd.net/accounts/skysloac/index.htm>. Available are:

- Downloadable copies of the Framework. Part One provides information about Skyline College's approach to student learning outcomes and assessment, Part Two provides guidance in writing SLOs, and Part Three provides guidance on creating assessment plans for the aforementioned SLOs;
- Downloadable templates to generate SLOs and create assessment plans;
- Draft SLOs and Assessment Plans;
- Skyline College's schedule for implementation and updated Program Review templates;
- A list of useful assessment websites and assessment books available in our library;
- A list of SLOAC Steering Committee members, who can lend you a hand.

Timeline:

- 1) Revise all course outlines with SLOs by Fall 2010.
- 2) Initiate the assessment cycle in Fall 2007.





STUDENT SUCCESS CONFERENCE IN SAN JOSE ON OCTOBER 3-5

You are highly encouraged to attend this “can’t miss” conference, which will be held in Northern California this year. It is aimed at those engaged in the quest for strengthening student success through assessment of learning and collaborative inquiry, particularly community college faculty and staff--student services, instruction, and planning, research and assessment-and their partners (i.e., K-12, university). It is being planned and led by expert faculty and

staff who have successfully met the challenge of assessing and using student learning outcomes—within courses and programs, across the disciplines, the college, and other sectors of education (K-16), integrated with issues of under preparedness and equity for all students. For more information, see <http://rpgroup.org/SuccessConf-Main.htm>. To download a short term professional grant application to pay for the conference, see <http://www.smccd.edu/accounts/skyfaculty/prodev.html>



SLOACERS UNITE: THE HIPPEST COMMITTEE ON CAMPUS

Do you flourish from discussions about how to strengthen learning through reflective practice? from meeting dynamic colleagues across the disciplines? from shaping processes that will empower faculty, staff, and students alike for years to come? If you answered yes to all of these questions, you

are an excellent candidate for the SLOAC Steering Committee, which meets four times a semester on Mondays. This semester’s meetings will be from 1:45-3:45 in Room 5131 on (1) Sept. 10, (2) Oct. 8, (3) Oct. 29, and (4) Nov. 19. This committee is open to all Trojans, full or part-time, fac-

ulty or staff. Contact Karen Wong at wongk@smccd.edu or x4369 if you’re interested, or simply show up and join a very cool crew.

Institutional Student Learning Outcomes

Upon completing an A.A./ A.S. degree and/or transfer preparation, students will show evidence of ability in the following core competency areas:

CRITICAL THINKING

STUDENTS WILL BE ABLE TO DEMONSTRATE CRITICAL THINKING SKILLS IN PROBLEM SOLVING ACROSS THE DISCIPLINES AND IN DAILY LIFE.

Critical thinking includes the ability to: (a) raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification; (b) analyze and compose arguments; assess the validity or strength of an argument using appropriate deductive and inductive techniques; (c) think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem; (d) make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information; (e) demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method; (f) analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.

EFFECTIVE COMMUNICATION

STUDENTS WILL BE ABLE TO COMMUNICATE AND COMPREHEND EFFECTIVELY.

Effective communication includes the ability to: (a) comprehend, analyze, and respond appropriately to oral, written, and visual information, (b) effectively express ideas through speaking and writing.

AESTHETIC JUDGEMENT

STUDENTS WILL BE ABLE TO ANALYZE AND CRITICALLY EVALUATE WITHIN HISTORICAL AND SOCIAL CONTEXTS THE IDEAS, EMOTIONS, AND VALUES EXPRESSED IN WORKS OF THE HUMAN IMAGINATION, INCLUDING LITERATURE, MUSIC, AND THE VISUAL AND PERFORMING ARTS.

CITIZENSHIP

STUDENTS WILL BE ABLE TO USE KNOWLEDGE ACQUIRED FROM COURSEWORK AND CAMPUS RESOURCES TO BE ETHICALLY RESPONSIBLE, CULTURALLY PROFICIENT CITIZENS, INFORMED AND INVOLVED IN CIVIC AFFAIRS LOCALLY, NATIONALLY, AND GLOBALLY.

Citizenship includes the ability to: (a) articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues; (b) develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought; (c) demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.

INFORMATION AND COMPUTER TECHNOLOGY LITERACY

STUDENTS WILL BE ABLE TO DEMONSTRATE SKILLS CENTRAL TO INFORMATION AND COMPUTER TECHNOLOGY LITERACY.

Information and computer technology literacy includes the ability to: (a) effectively locate and access information in numerous formats using a variety of appropriate search tools; (b) use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society; (c) evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.

LIFELONG WELLNESS

STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF LIFELONG WELLNESS THROUGH PHYSICAL FITNESS AND/OR PERSONAL DEVELOPMENT.

Lifelong wellness includes the ability to: (a) demonstrate an understanding of physical fitness and its role in lifelong wellness; (b) take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.

Answers to the T/F Pre/post Test: (1) T, (2) F, (3) F (4) T (5) T (6) T (7) F (8) T (9) F (10) T.